



## Inspection Report

**Simply Out of School Treains**

**Channel View**

**Brackla**

**Bridgend**

**CF31 2NL**



**Date Inspection Completed**

22/04/2024

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## About Simply Out of School Tremain

Type of care provided	Children's Day Care Out of School Care
Registered Person	Fionna Stolzenburg Linda Shillibier
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	17 March 2017
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<a href="#"><u>Well-being</u></a>	<b>Good</b>
<a href="#"><u>Care and Development</u></a>	<b>Good</b>
<a href="#"><u>Environment</u></a>	<b>Adequate</b>
<a href="#"><u>Leadership and Management</u></a>	<b>Good</b>

For further information on ratings, please see the end of this report  
**Summary**

Children are happy and settled at the setting. They have fun playing with their friends and form close relationships with staff. Children are familiar with routines and enthusiastic in their play. Children’s independence is promoted well.

Staff have a good understanding of how to keep children safe and healthy. They are warm and responsive and provide safe, nurturing care. Staff provide sufficient activities that interest children and they interact and engage well with each other.

Leaders ensure the premises are mainly safe and secure. There is ample space indoors and outdoors for children to play and relax. Leaders provide adequate resources and suitable activities.

Leaders ensure that there are suitable policies and procedures in place. They invest in and support staff’s professional development. Leaders evaluate and plan for improvements where necessary in order to benefit the children in their care.

## Well-being

Good

Children have some opportunities to make choices. For example, they choose between the craft activities on offer or free play activities. They choose what to play with from the selection of resources made available to them but can also ask for additional items. They are confident to talk to staff and express their views. Children we spoke with told us they enjoy attending, playing with their friends and really like the snacks, especially the crackers.

Children are happy, settled and comfortable at the setting. They come into the setting directly from school with smiles on their faces. They greet staff happily and chat to them easily as they arrive. Children who attend regularly are familiar with the setting's routines. Children that attend occasionally settle in quickly and feel welcomed. Children move independently and confidently around the setting.

Children interact well with each other. They develop important social skills such as taking turns and sharing with their friends. For example, we saw children playing well together and sharing dolls. Children form good relationships with each other, building new friendships with the various ages of children attending. Children tell us they enjoy making new friends outside of their year group. Many children show respect for resources and help tidy up.

Children are free to explore their environment and spend time on the activities that interest them. Most spend long periods engaged in the activities they choose. For example, a large group of children spent most of the session at the craft table and many spent lengthy periods role playing and completing a table top game. They are happy and express their enjoyment for the setting and tell us they thoroughly enjoy playing outside when possible.

Children's independence is promoted through the opportunities provided. They arrive happy, place their belongings in the space provided, and follow a familiar routine. They independently serve themselves at snack time, including choosing what to eat from the selection provided. They clear away their own dishes and are guided to place any food waste and rubbish in the appropriate bins. They access the toilet facilities and wash their hands independently.

## Care and Development

Good

Staff have an understanding of their roles and responsibility to keep children safe and healthy. There is an effective safeguarding policy in place and staff understand their responsibility to protect children. All staff spoken to understand the steps they would need to take in the event of any concerns they may have about children. There are sufficient staff with up to date paediatric first aid training. There are suitable systems in place to manage and record accidents, incidents and any medication administered. Staff provide a substantial healthy snack for children and are aware of children's dietary or allergy requirements. Staff follow effective hygiene procedures and ensure children have regular opportunities to play outside.

Staff understand the behaviour management policy and they use positive reinforcement. They offer praise to children for their achievements such as their craft work, for sharing resources and for team work during a hide and seek game. Staff encourage children to cooperate and be kind to their friends. They resolve any minor disputes or behavioural issues with ease. They provide a warm and welcoming environment and make sure children are provided with reassurance and comfort when needed. This creates a relaxed and happy atmosphere. Staff are responsive and sensitive to the individual needs of all children. As children arrive at the setting they welcome and discuss the children's news in a supportive manner and ensure each child with their hand up has the opportunity to share their news.

Staff mainly provide free play activities and plan some activities around themes such as Chinese New Year and the Spanish culture. They give children opportunities to follow their own interests and to freely move around the activities made available. Staff join in with children's play and offer support where necessary. For example, they play games with the children and offer solutions and support during craft activities. Staff know the children well and are aware of their needs, likes and dislikes. Staff use some incidental Welsh and a few items promoting the Welsh language and culture are displayed.

## Environment

**Adequate**

Leaders have systems and procedures to ensure the environment is safe and secure. The setting is run from a primary school, and they mostly provide care from the large hall. A bell is in place for parents to use at collection times and registers of children's attendance are maintained. A record of visitors is kept as well as a staff register. However, during the inspection, non-setting staff freely walk through the hall used by the setting. Risk assessments are in place; however, they are dated 2019. Following the inspection, leaders confirmed that current risk assessments are kept electronically and provided satisfactory copies to Care Inspectorate Wales. Leaders ensure insurance certificates and maintenance checks are up to date and valid. They ensure staff and children are aware of how to leave the building safely by conducting regular fire drill practices. However, staff told us they do not always record them.

Leaders ensure the indoor play space allows children to move freely. The area is very spacious and provides children with suitable spaces to play, eat and enjoy activities. Children use tables and chairs of a suitable height and a quiet space is available to rest if needed. Children's toilets are easily accessible and provide for children's privacy and dignity as well as the ages of children that attend. Staff supervise children to and from the toilet area. Children have access to a large playground at the front of the building and a grassed area at the rear of the building, providing children with plenty of opportunities for fresh air and physical exercise. Staff complete a regular head count of the children and ensure external gates are secured during outdoor play.

Leaders ensure there is an adequate selection and quantity of toys, games and resources for children available at the setting. For example, children have access to games, role play items, vehicles, books and craft resources. Staff told us the resources are rotated often. The layout and contents of the hall are set up and put away daily. Resources are mainly stored in a cupboard at the side of the hall or in the outdoor shed. Although children can freely access the resources set up on a daily basis, they are not able to independently help themselves to the items stored away. Staff and children we spoke to told us children can ask for alternative resources. For example, we heard children ask for different coloured paints and their request was met. The toys, resources, furniture and equipment are in a good condition.

## Leadership and Management

**Good**

Leaders are committed to providing an out of school club which serves the families in the area and where children feel happy, engaged and valued. Leaders are experienced and manage the setting to a good standard. Leaders engage positively with Care Inspectorate Wales (CIW) and are committed to making improvements. There is an up to date statement of purpose, which provides parents with information about the service offered. There are suitable policies and procedures in place, which leaders review annually. The children's records sampled contained the required information and are well maintained.

Leaders review their setting and complete and produce an annual report. They seek views about the setting from staff, parents and children. Leaders are reflective and identify areas of strength and improvements such as , purchasing additional resources and staff training. They are receptive to receiving feedback and act upon issues which are brought to their attention.

Leaders follow a robust recruitment process to ensure staff are suitable to care for children. They ensure staff have the appropriate experience and qualifications. Leaders ensure staff hold the required core training, such as safeguarding, first aid and food hygiene. They undertake annual appraisals and regular supervision sessions with their staff. Staff told us they feel well supported and have good opportunities for professional development.

Leaders have good partnerships with parents. They communicate effectively with them, for example, they share information electronically and verbally at collection time. They have positive links with the school and the local community.



### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

### Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

### Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

<b>National Minimum Standards</b>	
<b>Standard</b>	<b>Recommendation(s)</b>
Standard 22 - Environment	To ensure the premises where day care is provided are for the sole use of the facility during the hours of operation.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

<b>Best Practice</b>	
<b>Recommendation(s)</b>	
To ensure all fire drill practices are recorded.	
To ensure all resources and activities to promote children's holistic development are freely available at every session.	

Ratings	What the ratings mean
<b>Excellent</b>	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
<b>Good</b>	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
<b>Adequate</b>	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
<b>Poor</b>	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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